

INDUS VALLEY CIVILISATION

Date: October 2024

Lesson: Indus Valley Civilisation

Grade: 8

Subject: History

Time: 4 periods

Learning Objective: Compare and contrast the Harappan and Mohenjodaro settlements

Assignment

Students will study the Harappan and Mohenjodaro settlements with a focus on size, location, time period, agriculture, trade, crafts, culture, practices, town-planning, government and any other relevant information

Choice in materials

Textbook, reference book, credible websites, videos with verified references, maps, etc.

All material used will be cited clearly with links

No Choice

Completing at least one option of the choices given

Choice in output

- Venn Diagram
- Writing in bullet points
- Writing narratives, 1 - 2 or 3 - 4 paragraphs
- A 'Spot the Difference' set of drawings
- A 2-minute video with voice over (group of 2-3)
- A group role play (max group size 6 students)

Plan

Introduction to the Indus Valley Civilization using a time line
Discussing its importance in the history of the world
Pointing out key terminology
A summary of the lesson with emphasis on key areas (teacher decides)

Assignment is announced and groups are registered - students can be individual contributors as well
Key questions posed: Where will you find your information? What will you gather first? How will you take notes? How will you gather your citations for the final presentation?
Project broken up into dealable chunks: research phase, analysis phase, output phase, presentation phase
Deadlines established for each phase, students will verbally check in with the teacher on this date on progress

Work

One period given to groups to work on their plan
Students set tasks and their internal deadlines
They start with studying the text as a group

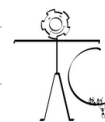
Teacher informs them on when each group or individual can discuss their progress with her (e.g. 15 minutes of the Monday class every week for 3 weeks, week 4 is project presentation during history period)

Reflect

Presentations are completed
Students discuss in small groups what worked well and what didn't (exit slips, peer feedback)
They add on what was missed in their project and what they believed they covered comprehensively

Whole class discussion on the questions: Which settlement was more successful? Why? What were some struggles and why could they not be surmounted? What more do you wish you know about these settlements? Why is it important for a student to learn about these settlements today?





WRITING AN PERSUASIVE ESSAY

Date: October 2024

Lesson: Persuasive Writing

Grade: 4

Subject: English

Time: 2 periods

Learning Objective: Learn and apply the aspects of persuasive writing

Assignment

Students will write a persuasive essay with introduction, 2 main ideas and conclusion

Choice in assignment and research material

Students can choose their topic and their position

Books, credible websites

All material used will be cited clearly with links

No Choice

Output has to be pen and paper

Choice in output

- Persuasive writing graphic organizer
- Writing in bullet points
- Writing narratives, 1 - 2 or 3 - 4 paragraphs
- Typed essay

Plan

Introduce aspects of persuasive writing: there need to be two 'sides'
You need to take a 'position' and convince others to agree with you
At least two strong arguments are required for your position with supporting evidence
Example of persuasive essay topics: Cats are better than Dogs, Screen time is not good for young children, etc.
Teacher walks students through at least 2 arguments for both these topics, for and against

Assignment is announced: Students choose a topic and their position
Deadline for the assignment is announced
Students who choose get a hard copy of the persuasive writing graphic organizer

Work

Done as homework by students

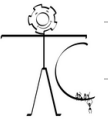
Reflect

Writing submitted, Teacher reviews each assignment and gives detailed comments on it
Students discuss in small groups what worked well and what didn't (exit slips, surveys, polls)
Discussion question: If you could change anything in your submission, what would it be?

Whole class discussion on the questions: Where and when do you use persuasion in everyday life?



WRITING AN PERSUASIVE ESSAY



Topic:

Date:

Lesson:

Grade:

Subject:

My position:

Introduction

Reason 1:

Reason 2:

Evidence for Reason 1:

Evidence for Reason 2:

Any other points (optional):

Conclusion

